1880

1880-1881 Seventh Annual Catalog of the Southern Illinois Normal University

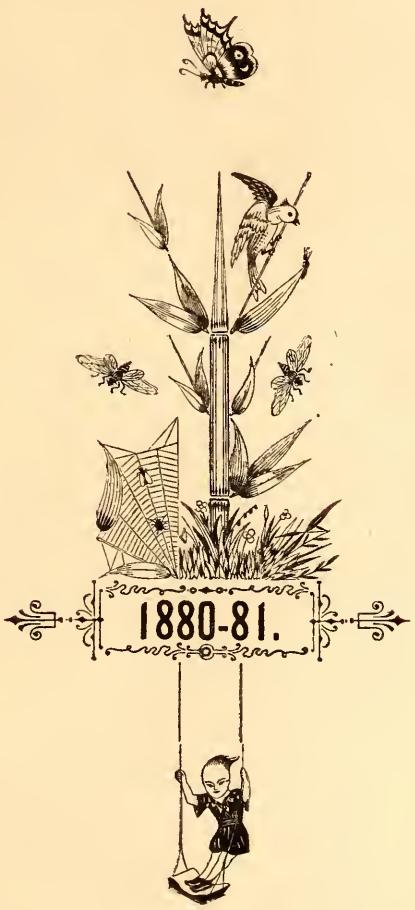
Southern Illinois State Normal University

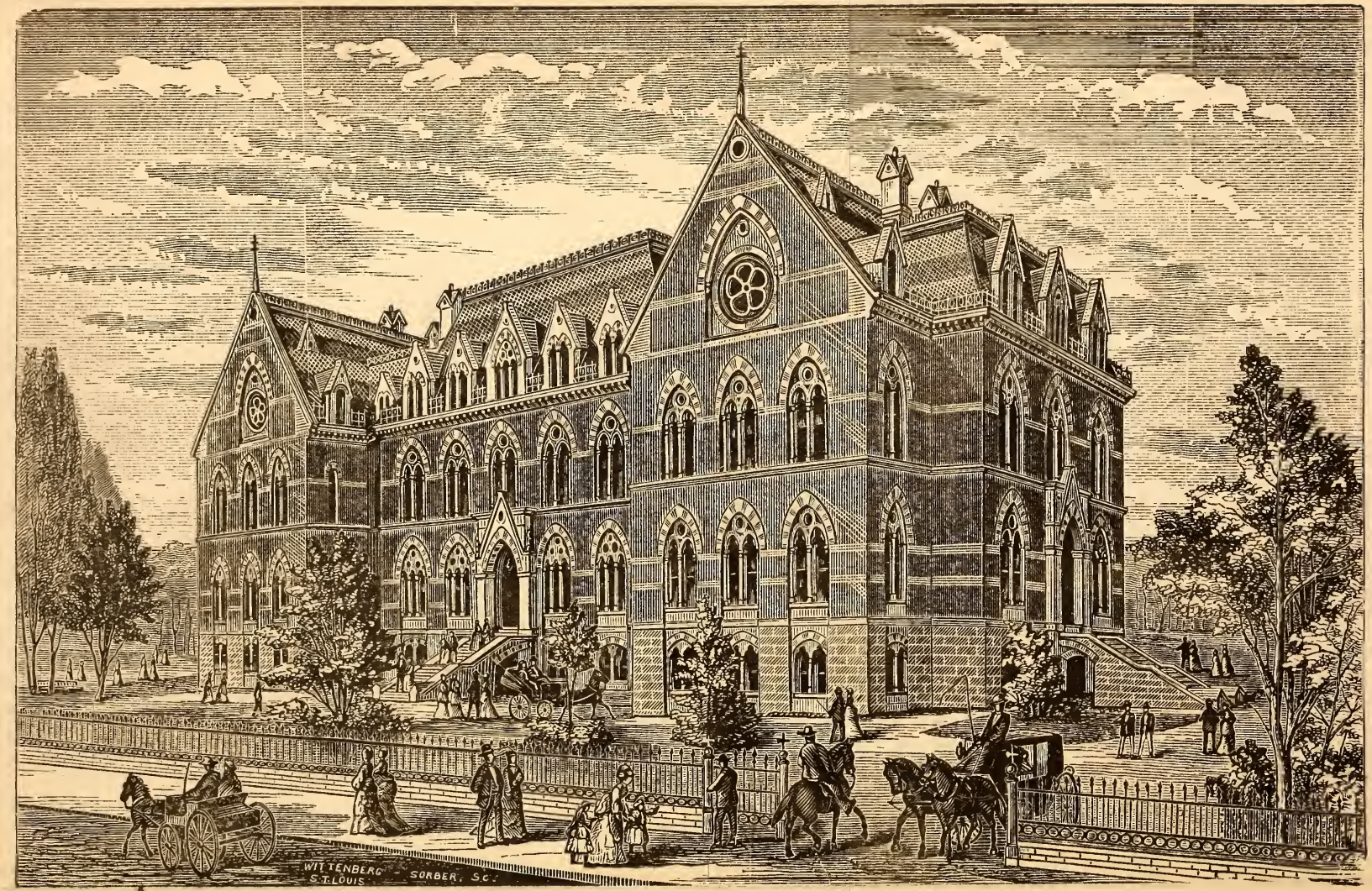
SOUTHERN ILLINOIS

Normal University,

CARBONDALE, ILLS.

1880-81.


1880-81.


WITTENBERG - SORBER, S.C.
ST. LOUIS

SEVENTH

ANNUAL CATALOGUE

—OF THE—

SOUTHERN ILLINOIS

NORMAL UNIVERSITY,

CARBONDALE, JACKSON COUNTY, ILLS.

1880-81.

Incorporated by Act of the Legislature, approved April 20, 1869. Corner-stone laid May 17, 1870. Building completed June 30, 1874. Dedicated July 1, 1874. Open for admission of Students July 2, 1874.

CHAMPAIGN, ILL.
GAZETTE STEAM PRINT.
1881.

Charter Trustees.

DANIEL HURD, Cairo.
ELIHU J. PALMER, Carbondale.
ELI BOYER, Olney.
THOMAS M. HARRIS, Shelbyville.
SAMUEL E. FLANNIGAN, Benton.

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HIRAM WALKER, Jonesboro.
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NATHAN BISHOP, Marion
F. M. MALONE, Pana.

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EDWIN S. RUSSELL, Esq., Mount Carmel.
JACOB W. WILKIN, Esq., Marshall.
SAMUEL M. INGLIS, Esq., Greenville.

Officers of the Board.

HON. THOS. S. RIDGWAY, *President.*
JAMES ROBARTS, M. D., Carbondale, *Secretary.*
JOHN S BRIDGES, *Treasurer.*
CHARLES W. JEROME, *Registrar.*

JAMES ROBARTS, M. D., - - - - *Auditing Committee.*

FACULTY.

ROBERT ALLYN,
Principal and Teacher of Mental Science, Ethics, and Pedagogics.

CYRUS THOMAS—EMERITUS,
Teacher of Natural History.

CHARLES W. JEROME,
Teacher of Languages and Literature.

JOHN HULL,
Teacher of Higher Mathematics and Practical Pedagogics.

DANIEL B. PARKINSON,
Teacher of Natural Philosophy and Chemistry; Lecturer on Applied Chemistry.

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Teacher of Literature, Elocution, Vocal Music, and Calisthenics.

GRANVILLE F. FOSTER,
Teacher of Physiology and History; and Librarian.

ALDEN C. HILLMAN,
Teacher of Astronomy, Arithmetic, and Elementary Methods.

MARTHA BUCK,
Teacher of Grammar, Etymology, and Book-Keeping.

GEORGE H. FRENCH,
Teacher of Natural History; and Curator.

ESSIE C. FINLEY,
Teacher of Geography and Elements of Language.

JENNIE CANDEE,
Teacher of Penmanship and Drawing.

1st Lieut. HUGH T. REED, 1st Infantry U. S. A.,
Professor of Military Science and Tactics.

PUPIL TEACHERS.

THOMAS BROWN,
HENRY W. KARRAKER,
MARY I. BUCKLEY,
JOHN WILLIAM LORENZ,
DANIEL R. MILLER,
MARY D. NIXON,
ALICE M. BUCKLEY,
OSCAR S. MARSHALL,
THOMAS S. MARSHALL,
CHARLES H. BURTON,
MARY A. SOWERS,
WILLIAM F. HUGHES,
LYDIA E. SNYDER,
EMMA C. PRIMM,
WEZETTE ATKINS,
MARY H. VAUGHN.

GRADUATES.

CLASS OF 1876.

NAME.	RESIDENCE.	OCCUPATION.
John N. Brown,	Walshville,	Taught 5 years.
Beverly Caldwell,	Hickman, Ky.,	Taught 5 years.
John C Hawthorn,	Randolph Co ,	
George C. Ross,	Ewing,	Taught 4 years.
Mary Wright,	Cobden,	Taught 3 years.

1877.

Belle D A. Barnes (Mrs. Dr. Green,)	Bloomington,	
Arista Burton,	Carbondale,	Taught 3 years.
James H England,	Anna,	Taught 4 years.
William H. Warder,	Jonesboro,	Taught 3 years.

1878.

Delia Caldwell,	Murphysboro,	Taught 3 years.
Alva C. Courtney,	Whitehall,	Taught 3 years.
Charles E. Evans,	Carbondale,	Taught 2 years.
James A. Hanna,	Saltillo, Tenn.,	Taught 3 years.
Orcelia B. Hillman,	Carbondale,	Taught 3 years.
Sarah E Jackson,	DuQuoin,	
George Kennedy, Jr.,	Murphysboro,	Merchant, taught 1 year.
John T. McAnally,	Elizabethtown,	Taught 3 years.
Mary C. McAnally,	Frankfort,	Taught 3 years.
Edward R Pierce,	Alton,	Taught 2 years.
Richmond Plant,	St. Louis, Mo.,	Lawyer.
Edward H. Robinson,	Lawrenceville,	Physician.
David G Thompson,	Golconda,	Taught 3 years.

1879.

Andrew C Burnett,	La Marre, Mo.,	Merchant.
George H C. Farmer,	Nashville,	Taught 2 years.
Ida M McCreery.	Frankfort,	Taught 2 years.
Lyman T. Phillips,	Nashville,	Taught 2 years.

1880.

Lauren L. Bruck,	Salem,	Taught 1 year.
Joseph Gray,	Vienna,	Taught 1 year.
Louis Heitman,	Bremen,	Taught 1 year.
Charles E Hull,	Salem,	Merchant.
Henry A. Kimmel,	Calhoun,	Taught 1 year.
Wallace E Mann,	Ashley,	Taught 1 year.
Albert B. Ogle,	Belleville,	Student.
Frank P. Rentchler,	Belleville,	Student.
Lizzie M. Sheppard,	Carbondale,	Taught 1 year.
Gertrude A. Warder,	Carbondale,	Taught 1 year.

1881.

Charles H. Burton,	Carbondale,
William F. Hughes,	Carbondale,
Henry W. Karraker,	Dongola,
John William Lorenz,	Highland,
Oscar S. Marshall,	Salem,
Thomas S. Marshall,	Salem,
Mary A. Sowers,	Jonesboro,
Edward J. Ward,	Tamaroa,

POST GRADUATES.

Charles E. Evans, Dixon, Tenn.,
Orcelia B. Hillman, Carbondale.
Mary C. McAnnally, Ullin,
Gertrude A. Warder, Cairo,

NAMES OF STUDENTS.

Normal Department.

SENIORS.

NAME.	RESIDENCE.
Wezette Atkins,	Carbondale.
Thomas Brown, *	St. Louis, Mo.
Charles H. Burton,	Carbondale.
William F. Hughes,*	Jackson county.
Henry W. Karraker, *	Dongola,
John Wm. Lorenz,*	Highland.
Oscar S. Marshall, *	Salem.
Thomas S. Marshall, *	Salem.
Mary A. Sowers	Jonesboro.
Edward I. Ward,	Tamaroa.

REGULAR.

Fannie A. Aikman,	Marion.
Lou Blair,	Sparta.
Lewis W. Bowker, *	Metropolis.
Frank L. Boyd,	Elkville.
Lovie Boyd,	Carbondale.
Mary A. Brown,	Pinckneyville.
Maggie Bryden,	Carbondale.
Alice M. Buckley,	Marion.
William F. Bundy,	Centralia.
Annie L. Burkett,	Carbondale.
Christopher C. Cawthon,*	South America.
Frank Clements,*	Carbondale.
Nannie E. Creed,	Walnut Hill.
Alice A. Donoven,	Carbondale.
Mary B. Duff,	Carbondale.
James O. Duncan,	Vandalia.
Walter J. Ennisson,	Carbondale.
Claude B. Evans,	Carbondale.
Corrinne S. Evans,	Carbondale.
James A. Fike,	Centralia.
Adella B. Goodall,	Marion.
Lottie J. Harding,	Murphysboro.
Della Hardy,	Murphysboro.
Mary B. Hassinger,	Troy.
Cicero R. Hawkins,*	Carbondale.
Celia Hayes,	Cairo.

* Cadet.

NAME.	RESIDENCE.
Philetus E. Hileman,	Mill Creek.
Lillie M. Houts,	Carbondale.
Gertrude Hull,	Carbondale.
William A. Jackson,	DuQuoin.
Belle Kimmell,	Elkville.
Alice Krysher,	Carbondale.
Ben. J. Laughlin,	Tamaroa.
Mary L. Lawrence,	Carbondale.
John W. Lightfoot,*	Carbondale.
Richard T. Lightfoot,*	Carbondale.
John McGehee,	Shawneetown.
Albert E. Mead,*	Anna.
Edward Merrick,	Okawville.
Daniel R. Miller,*	Vandalia.
Jeannie B. Morrison,	Odin.
Robert W. Nairn,	Marissa.
Della A. Nave,	Carbondale.
Mary D. Nixon,	Marissa.
Arthur E. Parkinson,	Highland.
Emma C. Primm,	Pinckneyville.
Eva C. Primm,	Pinckneyville.
George H. Rendleman,	Lick Creek.
Carrie L. Ridenhower,	Vienna.
Mary A. Robarts,	Carbondale.
J. Grafton Smith,*	Vandalia.
Lydia E Snyder,	Farina.
Hal. A. Stewart,*	Albion.
Eva S. Tuthill,	Chicago.
Lulu VanWinkle,	DuQuoin.
Mary H. Vaughn,	Belleville.
Anna C. Wheeler,	Edwardsville.
Cora Williams	Carbondale.
G. William Williams,*	Carbondale.
John W. Wood,*	Mount Vernon.

IRREGULAR.

Albert G. Abney,*	Galatia.
John J. Anderson,	Alto Pass.
William B. Bain,*	Vienna.
Lydia A. Balcom,	Jackson county.
Lon M. Barker,*	Red Bud.
Carrie B. Blair,	Sparta.
James Blake,	Caseyville.
Ella J. Brewster	Jackson county.
James W. Brown,*	Blairville.
Robert J. Brown,*	Edgewood.
Helen Bryden,	Carbondale.
Marcus L. Burnett,*	Vienna.

NAME.	RESIDENCE.
Mattie A. Carter,	Ashley.
Anderson P. Clark,*	Spring Garden.
Andrew J. Clark,*	Spring Garden.
Wilson Cook,*	Harrisburg.
Arthur E. Crisler,	Chester.
Charles N. Davenport,*	Salem.
Minnie E. Davis,	De Soto.
Ellen S. Donoven,	Carbondale.
Ada L. Dunaway,	Carbondale.
Sallie A. Duncan,	Lake Creek.
William J. Eddy,*	Lakewood.
Morven R. Fakes,	Jackson county.
Allen Fike,	Centralia.
Joseph S. B. Gill,	Murphysboro.
Nettie F. Gilmore,	Edgewood.
Harmon L. Graff,*	Ava.
Ella Greer,	Equality.
Charles C. Grizzel,*	Ava.
Fannie L. Grove,	Carbondale.
Thomas W. Hall,*	Gallatia.
John B. Harnsberger,*	Alhambra.
Belle Hawkins,	Mount Vernon.
Albert Helbig,*	Okawville.
Donie Holmes,	Nashville.
Henry Jennings,*	Cobden.
Maggie D. Jennings,	Centralia.
Marshall D. Jennings,*	Centralia.
Will W. Jermane,	Carbondale.
Daniel L. Kimmell,*	Elkville.
Eliza C. Kimmell,	Cobden.
Ella Krysher,	Carbondale.
Edward S. Lacey,*	Woodlawn.
Bartlett P. Lee,*	Harrisburg.
Richard McHale,*	Collins' Station.
Harry Merryman,*	Paris.
Augusta C. Miller,	Jonesboro.
Jesse E. Miller,*	Elco.
Flora F. Morford,	Ullin.
John Murphy,*	Tilden.
Nora Pease,	Jackson county.
Hester E. Perry,	Jackson county.
Anna B. Pyeatt,	DuQuoin.
Josie M. Randall,	Murphysboro.
William M. Rapp,*	Carbondale.
John J. Rendleman,	Makanda.
Ellis Roane,*	Opdyke.
John H. Sabert,*	New Minden.
Della E. Shelpman,	DuBois

NAME.	RESIDENCE.
Thomas F. Slack,*	Vienna
Daniel B. Stroh,	Poplar Ridge
James B. Suit,	Buncombe
Alice Telford,	Salem
Maud Thomas,	Carbondale
Nora Thomas,	Carbondale
Edwin C. Toothaker,*	Sparta
Mary B. Walker,	Carbondale
Maria J. Watson,	Raccoon
Pitner W. Watson,	Raccoon
Ann J. Wright,	Mason
Maggie D. Wright,	Mason
Alexander L. Wylie,*	Marissa

SPECIAL.

Sarah A. Allen,	Fitzgerrell
Thomas J. Cahill,	Red Bud
Andrew S. Caldwell,	Sedalia, Mo
Cora Carpenter,	Mount Vernon
Dollie Carpenter,	Mount Vernon
Jennie E. Clay,	Cobden
Martelia M. Delaney,	Irvington.
Herman G. Easterly,	Jackson county
Daniel B. Fager,	Grand Tower
Philip Fager,	DeSoto
Nellie B. Fearnside,	Villa Ridge
Libbie P. Hay,	Centralia
William C. Hunter,	Rockwood
William L. Keown,	Jackson county
Joseph G. Lawrence,	Seymour
Nannie Lingle,	Jonesboro
Alice M. Lipe,	DuQuoin
Gussie McCoy,	Effingham
John Marten,	Grand Tower
Thomas H. Miller,	Ramsey
Della A. Nave,	Cobden
Fredericka Payne,	Cobden
Alfred Pease,	Jackson county
James M. Russell,	Bankston

PREPARATORY DEPARTMENT.

Charles H. Alexander,*	Williamson Co
Mattie O. Alexander,	Williamson Co
Mattie Allen,	Carbondale
Robert M. Allen,*	Carbondale
Wilson C. Baird,*	Jackson county
Addie E. Balcom,	Jackson county

NAME.	RESIDENCE.
Lulu H. Bartholomew,	Jackson county
William J. Beale,	Hecker
James N. Benson,*	Vienna
Lizzie V. Benson,	Vienna
Alvis M. Berry,*	Equality
Henry P. Bischoff,	Pinckneyville
Elmer E. Blair,	Cutler
Emma R. Blair,	Cutler
John Blair,*	Sparta
John K. Blair,	Cutler
John F. Bogan,*	Mount Vernon
Joseph D. Bogy,	Sparta
Mamie E. Bridges,	Carbondale
Edward Brown,*	Carbondale
Jesse H. Brown,*	Dongola
Owen P. Brown,*	Buncombe
William S. Brown,*	Rockwood
James C. Brush,*	Carbondale
Jane P. Burkey,	Murphysboro
Annie L. Campbell,	Farina
Carrie Campbell,	Carbondale
Harmon M. Campbell,*	Carbondale
Kate Cantrell,	Benton
Alice E. Carey,	Grayville
McDaniel Carroll,*	Spring Garden
John M. Carson,	Oakdale
Robert S. Carson,	Oakdale
George E. Carter,*	Risdon
Sallie J. Carter,	Carterville
Mary E. Cauble,	Alto Pass
George T. Chandler,	Carbondale
Daniel L. Chapman,	Vienna
Henry G. Clark,	Osage
Annie Cline,	Rochester, Minn
Augustus L. Cline,*	Rochester, Minn
Leighton W. Cline,*	Litchfield
Edward B. Cox,*	Carbondale
Lettie E. Crandall,	Carbondale
Matthias W. Creed,	Walnut Hill
Mary H. Cunningham,	Pinckneyville
Oliver E. Cunningham,	Pinckneyville
Charles W. Curtis,	Cairo
Riley M. Damron,	Makanda
Jennie Darough,	Pinckneyville
Charles A. Davis,	Anna
Herbert C. Davis,	DeSoto
Nellie B. Davis,	Carbondale
Phebe A. Davis,	DeSoto

NAME.	RESIDENCE.
Ella M. Delaney,	Steele's Mills
Lillie E. Delaney,	Steele's Mills
Maggie J. Dennisson,	Carbondale
Martin Dennisson,	Carbondale
Harriet A. Dollins,	Jackson county
Huldah E. Dollins,	Jackson county
Hattie Easterly,	Jackson county
Henry Easterly,*	Jackson county
Mattie Easterly,	Jackson county
Anna Edmunds,	Jackson county
George R. Enniston,	Carbondale
Mary J. Enniston	Carbondale
James M. Etherton,*	Jackson county
Frank J. Etherton,*	Jackson county
Edward S. Fakes,	Jackson county
Louis F. Feurer,	New Athens
Martin H. Feurer,*	New Athens
John H. Fisher,*	Mascoutah
Pleasant M. Fligor,	Carbondale
John W. V. Fly,*	Makanda
William E. Fringer,*	Tower Hill
Minnie J. Fryar,	Carbondale
Samuel P. Gardner,	Pulaski
Americus Gasaway	Gallatia
Walter J. Glenn,*	Rockwood
Willie Goldman,*	Carbondale
Frances J. Goodman,	Jonesboro
Ferdinand Gordon,*	Sparta
Frank A. Greene,*	Carbondale
Julia Greer,	Equality
Samuel M. Guyler,	Jamestown
William J. Hagler,	Pomona
Cora H. Hamilton,	Carbondale
William E. Harreld,	Alto Pass
George A. Harvey,*	Belleville
Elma S. Hawkins,	Carbondale
Maria Hawkins,	Mount Vernon
John Hayton,*	Jackson county
Richard Helbig,*	Okawville
John Herbert.*	Murphysboro
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Willie S. Hewitt,*	Carbondale
John T. Hickman,	Jamestown
William H. Hightower,*	Jackson county
Robert B. Hiller.*	Makanda
Sylvester A. Hiller,*	Makanda
Allen B. Hinchcliff,*	Jackson county
Isabelle Holland,	Carbondale

NAME.	RESIDENCE.
William T. Hollenbeck,*	Walnut Prairie
Katy Hord,	Murphysboro
Edwin S. Houts,*	Carbondale
John G. Hughes,*	Jackson county
Mary E. Hughes,	Jackson county
Mary C. Hudson,	Tamoroa
Henry Hunter,*	Campbell Hill
John F. Hunter,*	Rockwood
Arthur G. Jackson,*	Vienna
Cora Jackson,	Vienna
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Charles E. Jennings,*	Centralia
William S. Jennings,*	Centralia
Sallie B. Jermane,	Carbondale
Charles M. Jerome,*	Carbondale
Ada Johnson,	Jackson county
Alice Johnson,	Jackson county
Scott Johnson,	Jackson county
Leonard T. Kennedy,*	Murphysboro
Lizzie W. Kennedy,	Murphysboro
William D. Kennedy,	Tamaroa
Edward M. Keown,*	Jackson county
John W. Kerr,*	Makanda
Samuel A. Kerr,*	Makanda
Edward E. Kimmell,*	Elkville
LeRoy Knott,*	Cobden
Charles C. Kruse,*	Red Bud
Cora Krysher,	Carbondale
Ora Krysher,	Carbondale
Charles G. Lacey,*	Woodlawn
Jacob Lambert,*	Pinckneyville
Claudia E. Leib,	Jackson County
Silas A. Lentz,	Ullin
Carrie I. Loomis,	Makanda
Mary A. Loomis,	Makanda
Maud L. Loomis,	Makanda
Walter S. Loomis,	Makanda
Seburn E. Loyd,*	Spring Garden
Royal Lee	Richland County
Eldorado Martin,*	Palley's Mills
Mary E. Mathews,	Tilden
Eliza Maxey,	Carbondale
John C. Maxey,	Carbondale
Ella M. McAnally,	Carbondale
Fannie D. McAnally,	Carbondale
William R. McFerron,*	Lenzburg
Frank M. McGlasson,	Osage
Newton J. McGlasson,	Osage

NAME.	RESIDENCE.
Laura McKernen,	Carbondale
Joseph F. Merrick,*	Okawville
May E. Miller	Du Bois
Orlando P. Moore,*	Elkhorn
Charles M. Morgan,*	De Soto
Anna Murphy,	Tilden
Henry Neunlist,*	Addieville
Samuel C. Neunlist,*	Addieville
Annie Parks,	Du Quoin
Edgar B. Parsons,*	Murphysboro.
Anna L. Pease,	Jackson county
Elmer N. Peavler,*	Spring Garden
Allen Penrod,*	Makanda
Celia M. Perry,	Jackson County
Clement J. Perry,*	Jackson County
Louis F. Phillips,*	Ramsey
Randall E. Poindexter,*	Thompsonville
Mamie L. Powell,	Lake Creek
John A. Preston,*	Baldwin
William R. Preston,	Baldwin
Anna A. Rapp,	Carbondale
William B. Reeves	Jackson County
William Rich,*	Cobden
Ada M. Ridenhour	Vienna
Rob Roy Ridenhour,*	Vienna
Charles H. Ripley,*	Belleville
Lucy E. Rockwell,	Dudleyville
K. David Root,*	Walnut Hill
George W. Rush,	Mound City
Anna M. Schmerker,	Villa Ridge
George Schwartz,*	Elkville
Fred. W. Schreiber,*	Red Bud
Luther T. Scott,*	Carbondale
August F. Seibert,*	Belleville
Ida A. Sheerer,	New Burnside
James C. Sheerer,*	New Burnside
Henry Sinn,*	Darmstadt
August Strassinger,*	Fayetteville
Mary Sykes,	Carbondale
Minnie A. Tait	Carbondale
Abe C. Thompson,*	Percy
John A. Thompson,	Ava
William C. Thompson,*	St. John
Jacob M. Tindall,*	Rockwood
Adeline Toney,	Murphysboro
Ettie C. Treese	Anna
Edward P. Trobaugh,*	Jackson County
John B. Tscharner,*	Okawville

NAME.	RESIDENCE.
Kate Turlay,	Centralia
Lizzie Unruh,	Grand Tower
James E. Valentine,*	Cutler
John Varnell,*	Mount Vernon
Annie Walker,	Carbondale
Lora A. Walker,	Carbondale
Hannah Waller,	Murphysboro
Mattie J. Walrab,	Walrab Mills
Tom E. Webber,*	Gallatia
Thomas J. Welch,*	Murphysboro
Mary E. White,	Richview
McClellan Wiggins,*	Lick Creek
Frank Wilbanks,*	Mount Vernon
Frank Willard,*	Anna
Albert G. Williams,	Campbell Hill
Albert H. Williams,	Dongola
Denard Williams,*	Carbondale
John Williamson,	Lincoln
Mary C. Williamson,	Lincoln
Frankie Winne,	Carbondale
Mollie Wykes,	Carbondale
Willie T. Wykes,*	Carbondale
May E. Yocum,	Carbondale
Lewis A. Young,	Whittenburg, Mo
Dougherty V. Youngblood,*	Benton
Sarah L. Youngblood,	Prosperity

SUMMARY OF STUDENTS.

Normal Department—Seniors,		10	
	Regular,	59	
	Special,	24	
	Irregular,	73	
	Post Graduate,	4	170
Preparatory Department,			224
	Separate Students,		394

SUMMARY BY TERMS.

Special Session,	38
Nineteenth Term—Fall,	254
Twentieth " —Winter,	251
Twenty-first, " —Spring,	226
Total,	769

HISTORY.

An act of the General Assembly of the State of Illinois, approved April 29th, 1869, gave birth to this Normal School. By this act it was provided that five trustees should be appointed by the Governor of the State, who should fix a location, erect a building, and employ teachers for the school. The Governor appointed Captain Daniel Hurd, of Cairo; Gen'l Eli Boyer, of Olney; Col. Thomas M. Harris, of Shelbyville; Rev. Elihu J. Palmer, of Belleville, and Samuel E. Flannigan, Esq., of Benton.

After advertising in the newspapers and stimulating competition among the towns and cities in the central part of Southern Illinois, these trustees agreed on Carbondale as the place, and the site was fixed on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The contract of the building was let to James M. Campbell, Esq., who assumed the responsibility of completing it for the sum of $225,000, to be obtained as follows: $75,000 from the State, and the balance from the City of Carbondale and the County of Jackson.

The corner-stone was laid with the ordinary ceremonies, by the Grand Master of the Masonic fraternity of the State, on the 27th day of May, 1870, and the work was rapidly pushed forward. In the spring of the next year Mr. Campbell was killed on the building, and the work was interrupted. The Legislature then assumed the contract, and appointed commissioners to complete the building. These were continued, and finished their work so that the building was dedicated, a faculty of instruction was inaugurated, and the school begun July 1st, 1874.

The building is of brick, in the Norman style of architecture, with trimmings of sandstone, in two colors. It is 215 feet in extreme length, and 109 in extreme width. It has a basement story 14 feet in the clear; two stories, one 18 feet, the other 22 feet and a Mansard story 21 feet. The basement is devoted to the heating apparatus and laboratory and dissecting rooms, exercises in unpleasant weather, and residence for the janitor, &c. The Mansard is for lecture hall, library, museum, art gallery, and rooms for literary societies. The other two stories are for study and recitation. The total cost was about $265,000.

The steam heating apparatus, constructed under an act of the General Assembly in 1878, leaves nothing to be desired for comfortable warmth and proper ventilation.

During the time between May, 1870, and July 1st, 1874, modifications in the law had been made, and the Governor had appointed a new board of trustees: James Robarts, M. D., of Carbondale; Hon. Thomas S. Ridgway, of Shawneetown; Edwin S. Russell, Esq., of Mt. Carmel; Lewis M. Phillips, Esq., of Nashville, and Jacob W. Wilkin, Esq., of Marshall. These trustees elected Rev. R. Allyn, D. D., at

that time President of McKendree College, Principal, and as his associates the persons whose names appear in their proper places.

The work of instruction in the new building began July 2, 1874, at which time a Normal Institute, was opened, with fifty-three pupils. On the 6th day of September, 1874, the regular sessions of the Normal University were commenced. The school is graded and has two departments—a Normal Department, with two courses of study occupying four years and three years respectively; a Preparatory Normal, two years; making in all a full course of six years.

As a part of the history of the school, it should be said that there has been a substantial increase in the numbers of the students in the higher classes according to seasons each year, and almost at each session. Causes have produced some fluctuation, but less than the stringency of the times and fluctuations of business during the years of its history, might have led us to anticipate. The numbers for each session are here appended, vix: First Special Session, 53; First Term, 141; Second Term, 185; Third Term, 283; Second Special Session, 27; Fourth Term, 226; Fifth Term, 215; Sixth Term, 256; Seventh Term, 191; Eighth Term, 181; Ninth Term, 263; Third Special Session, 21; Tenth Term, 230; Eleventh Term, 263; Twelfth Term, 256; Fourth Special Session, 23; Thirteenth Term, 260; Fourteeth Term, 294; Fifteenth Term, 289; Sixteenth Term, 268; Seventeenth Term, 259; Eighteenth Term, 223; Fifth Special Session, 37; Nineteenth Term, 254; Twentieth Term, 251; Twenty-first Term, 226. Total of separate students, 1,501.

A record kept very carefully shows that 794 of these students have taught schools since their study with us; and hundreds of letters received by us testify that a large portion of these students have taught excellent schools. It would be strange indeed if, among so many, some of whom were with us for very limited periods, and who, of course, could derive but little benefit from our methods of instruction and discipline, did not fail, or at least should do no better work than those who have not been in attendance here. Notwithstanding the competition of teachers for places, it is not uncommon for directors to apply to us for teachers whom we have educated, and whom we can recommend, and such find little difficulty in obtaining schools at from five to ten dollars more a month than others. We have no hesitation in saying that any good and diligent student who will study faithfully a year in our University can be assured of a school without paying a per cent for brokerage. Many such facts are revealing this other fact, that those who attend Normal Schools do stand better chances of obtaining situations as teachers than others, and are esteemed more highly by the intelligent friends of education; and in fact do teach better schools than they would have taught without our instructions, and not unfrequently much better than those who have not been with us. We shall always be glad to correspond with directors or boards of education who desire live teachers inspired to do the best work.

GENERAL INFORMATION.

The object of the University is to do a part of the work of education undertaken by the State. This is provided for in the two departments before named—Preparatory and Normal. Each of these has a specific work, and pursues its appropriate method. One design of the Preparatory School is to be an example of what a school for primary scholars should be, and to afford to those preparing themselves to teach, a place where they may observe the best methods in operation, and where, at suitable times, they may practice in the calling of a teacher, under the eye of one well instructed and largely experienced in the work. This practice work and observation is receiving each year more attention with us, and is one of our most valuable advantages.

The Normal Department is to give thorough instruction in the elementary and higher portions of the school course of study, and, indeed, to fit the student by knowledge and discipline for the practical duty of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial to every one passing through the course, so that he shall not be an entire novice in his calling when he enters the school room. With this idea in mind, every branch prescribed to be taught in the common high schools of our State is carefully studied. Accuracy and complete thoroughness are points held in mind in every recitation, and drills upon the elements are not shunned as though one gained something by slurring over them. So much of each branch as we pursue, we endeavor to impress upon the heart, and incorporate its methods into the whole frame of the character. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, writing, drawing, vocal music, and calisthenics. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The course of study is planned to give information, to assist in self-control and discipline, and to promote culture and refinement. It is arranged in the order which ages have found most profitable and philosophical; and all experience has shown that the first qualifications of a teacher are knowledge and personal discipline. The study of methods or practice will go for little till the scientific education has been obtained. The earlier studies are elementary, and the latter ones calculated for stimulating thought when it is growing to maturity and needs discipline in proper directions. It is most emphatically urged on all students that they make their arrangements to pursue each study in its order, to make thorough work of each, and not to over-burden the mind, and body too, by a larger number of studies than they can carry. Four studies a day should be the extreme limit, and even then one should be a review of a branch quite familiar.

Few things can be impressed upon the mind to more profit than rules like the following, and we earnestly request school officers, directors and county superintendents to aid us, and the friends of sound symmetrical education to reiterate the maxims: Be thoroughly grounded in the elements of knowledge;—particularly, spelling with readiness and correctness; adding and multiplying numbers in all possible combinations, with electric speed and infallible accuracy; writing with dispatch and neatness, a good hand easily read; drawing any simple figure; and singing. These things well learned in theory, and wrought into practical habits, not only open the door to all fields of knowledge and art, but they do go a long way toward making the highest attainments in scholarship and the sweetest grace in all manners and behavior. This Normal University insists on them as both necessary and easily gained.

This is not a reform school nor penitentiary, and persons attending should be both able and willing to govern themselves. Those who are not thus qualified by desire and determination will be advised and required to return home.

Our rules of government are few in number and very general in their application. They are embraced in the Golden Rule:

"Do To Others As You Would They Should Do To You."

It is expected, of course, that they include—

1. Neatness of person and of dress.
2. Purity of words and of behavior.
3. Cleanliness of desks, books, and rooms.
4. Genteel bearing to teachers and fellow-students.
5. Punctuality every day and promptness in every duty, not to the minute only, but to the second.
6. Respect for all the rights of others in all things.
7. Earnest devotion to work.
8. Quietness in all movements.
9. By all means be in school on the first day and remain till the last of every term.
10. Obedience to the laws of love and duty.

If the spirit of these things can be infused into the soul and wrought into the habits, each student will for himself grow in goodness and truth, and for the State he will be a power and blessing.

A FEW WORDS OF SUGGESTION

TO THOSE WHO DESIGN TO ATTEND OUR SCHOOL.

1. Understand how many of our studies you have mastered thoroughly, and come ready to be examined on them. Do not forget that one who is to teach should be more thorough than one who is intending to be merely a scholar.

2. Do not take the higher studies till you have passed the lower in our classes, or by our examination. Elementary work always pays better in the end than any other. Finish this first; do not be discouraged because your elementary studies have not been thoroughly done; you can remedy all such deficiencies. Quite too many want to begin with the higher studies. Take an examination in the lower ones and find

exactly how you stand in them and then advance as rapidly as you please.

3. Always bring recommendations from the county superintendent or county judge, or some clergyman or justice of the peace.

4. Come determined to work every day, and to omit no duty; to give up every pleasure for the time, and to do nothing but school duties, and to do these without fail at their proper times. Give up Dancing Schools, as most demoralizing to scholarly habits; and all dancing parties, as leading to dissipation and often quarrelsomeness, as well as vice and worthlessness.

TO OUR FRIENDS.

We trust county superintendents will advise any who contemplate devoting themselves for a time, at least, to the work of teaching, to enter some of our departments—the Pedagogical or other—and to thus associate themselves with the hundreds who have been with us, and are heartily engaged in elevating the calling of the teacher. It would be well to advise only such to attend as have an honest character and fair health, and good abilities to communicate knowledge. Any one who simply wants to teach because of the lighter and more agreeable labor, and better pay, should be discouraged. But when one desires to be worthy, both in knowledge and character, to discharge the high duties of a teacher, and who needs more science and better discipline, let him come and profit.

COURSE OF STUDY.

Tne course of study, we repeat, has been arranged with two purposes in view—1, to give a strictly Normal course of training to fit teachers for public schools, and 2, to give examples of methods of teaching. It therefore goes over the whole curriculum of school studies, and gives especial attention to those branches which require the use of the observing and preceptive faculties, without neglecting those which demand the use of the imagination and reason. Practical attention is devoted to physics, chemistry, natural history, surveying, and language, and the student is not only taught to know but to do the work of the branches which he pursues. He is also required to give instruction in all that he learns, so that when he begins his life-work, either of teaching or laboring in a secular employment, he may not be wholly inexperienced in the very beginning of his career.

It is arranged into departments as below, and is embodied in the accompanying schedules and tables of studies and hours of recitations. Special attention is called to these, and students are earnestly advised to begin with the lower and proceed to the higher. There is a natural order of succession of studies, and ages have proved that this cannot be inverted without harm. We ask all to study the syllabus of each department and mark its plan.

COURSE OF STUDY—Normal Department.

STUDIES.	First Year.			Second Year.			Third Year.			Fourth Year.		
	1	2	3	4	5	6	7	8	9	10	11	12
Rhetoric							†					
Logic								†				
Constitution U. S. and Ethics									†			
Mental Philosophy										†		
Theo. Pedagogics and Teaching										†	†	†
Botany			†									
Zoology					†							
Latin, two years	†	†	†	†	†	†						
Greek, two years				†	†	†	†	†	†			
Practical Pedagogics & Sch Law	†	†	†									
Algebra				†	†	†						
Geometry							†	†				
Trigonometry and Surveying									†	‡		
Natural Philosophy				†								
Chemistry										†	†	
Geology												†
Reading and Phonics		†										
Elecution												†
English Literature								†	†			
History		†								†		
Physiology						†	†					
Arithmetic	†											
Astronomy											†	
English Grammar & Analysis			†		†		†					
Book-Keeping											†	
Penmanship		†										
Drawing			†	†								
Geography	†											†
Vocal Music	†											
Calisthenics												

Spelling ..... Daily till excused.

Military Instruction and Tactics.

"†" indicates the time of study; the "‡" study requires two hours a week.

Calisthenic Exercises each day during the course. Military Instruction and Practice will be voluntary, and will occupy such times as may be found convenient.

N. B.—Classes in Practical Pedagogics, and in methods of Teaching Reading, Grammar, Arithmetic, Geography, and History, are carried on every year. All pupils are expected to enter these classes as early as during their first year in the Normal course.

The last eight weeks of the Spring Term will be conducted as a Normal Institute for such as desire to review for school work and examinations.

PROGRAMME OF RECITATIONS.

		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI
FALL TERM.	1	.....	.....	Greek Rudiments.....	Gen. Geometry.....	....	Reading A.....	Physiology A	Arithmetic D	E. Anal	Drawing..	Geog'phy B
	2	.....	.....	Latin Elements A.....	Algebra C.....	Nat Philosophy B	....	Gen. History.	Arithmetic C	Gram D	Penm'ship	Geog'phy C
		RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.										
	3	MentPhilosophy	.....	Anabasis & Grk Gram...	Prac Pedagogics C	....	Reading B.....	German A.....	....	Gram C	Drawing...	.....
	4	Theo. Pedagogics	Zoology B	Ceasar & Lat Gram.....	Surveying	Nat Philosophy A	....	U.S.History A	Arithmetic B	Gram B	Penm'ship	Geog'phy C
		LUNCH HOUR, *followed by* CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS.										
	5	.....	.....	Virgil.....	Geometry B.....	Chemistry B.....	Elocution.....	U.S.History B	Arithmetic A	Gram B	Drawing...	Geog'phy B
	6	Rhetoric	.....	Latin Elements B.....	Algebra E.....	.....	Vocal Music....	.....	.....	Penm'ship	Geog'phy A	
WINTER TERM.	1	.....	.....	Greek Reader & Gram	Dif Calculus.....	{ Book-	Eng. Literature	German A.....	Arithmetic C	Gram D	Drawing..	.....
	2	Logic.....	.....	Latin Reader & Gram A	Algebra B.....	{ Keeping }	.....	U.S.History A	Arithmetic B	Gram C	Penm'ship	Geog'phy C
		RECESS, FOLLOWED BY SPELLING EACH DAY OF THE TERM.										
	3	.....	.....	Memorabilia of Socra's	Prac. Pedagogics B	.....	Reading A.....	U.S.History B	Astronomy...	W Anal	.....	.....
	4	Theo Pedagogics	Zoology A	Ceasar and Sallust.....	Algebra E.....	.....	Reading B.....	.....	Arithmetic A	.....	Drawing...	Geog'phy B
		LUNCH HOUR. *followed by* CALESTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS										
	5	.....	.....	Cicero.....	Geometry A	{ Chemistry	Elocution.....	Physiology B	Arithmetic D	Gram B	Drawing...	Geog'phy B
	6	.....	.....	Latin Reader & Gram B	Algebra D.....	{ A }	Vocal Music....	.....	.....	Gram C	Penm'ship	Geog'phy A
SPRING TERM.	1	.....	Botany A	Anabasis & Grk Gram..	Int. Calculus.....	{ Book	Eng. Literature	Physiology B	Arithmetic B	Gram D	Drawing ..	Geog'phy B
	2	.....	Botany B	Latin Reader & Gram A	Algebra A.....	{ Keeping }	.....	German.....	Arithmetic A	Gram C	....	Phys Geog.
		RECESS, FOLLOWED BY SPELLING, EACH DAY OF THE TERM.										
	3	Con.U.S.&Ethics	Zoology B	Homer.....	Sch. Law & P. Ped A	.....	.....	U.S.History A	....	Gram B	Drawing...	Geog'phy C
	4	Theo Pedagogics	Zoology A	Sallust & Lat Gram.....	Algebra D.....	Nat Philosophy A	Reading A.....	U.S.History B	Arithmetic D	Gram C	Penm'ship	Geog'phy B
		LUNCH HOUR. *followed by* CALISTHENIC EXERCISES, VOCAL MUSIC, MILITARY DRILL, AND LECTURES ON METHODS FOR PUPILS.										
	5	.....	.....	Tacitus.....	{ Trigonometry }	.....	Elocution.....	.....	Arithmetic C	Gram A	Drawing...	.....
	6	.....	.....	Latin Reader & Gram B	{ & Surveying. }	Geology.....	Vocal Music....	Physiology A	....	.....	Penm'ship	Geog'phy A

I. Mental, Moral and Pedagogical Science, with Rhetoric and Logic.

II. Natural History, Zoology and Botany.

III. Languages and Literatures.

IV. Higher Mathematics and Practical Pedagogics.

V. Physics, Chemistry and Geology.

VI. Elocution and English Literature.

VII. Physiology and History.

VIII. Arithmetic and Astronomy.

IX. Grammar, Grammatical Analysis, and Book-Keeping.

X. Penmanship and Drawing.

XI. Geography.

XII. Vocal Music and Calisthenics, daily drills.

XIII. Spelling, Word Analysis, and Definitions, daily, till the work is completed.

XIV. Military Instruction and Tactics, daily drills.

SYLLABUS OF DEPARTMENT WORK.

The course is arranged so as to fill four years of three terms each —twelve terms in all. Each study is named below in this order.

I. *DEPARTMENT OF RHETORIC, LOGIC, MENTAL AND MORAL SCIENCE, AND PEDAGOGICS.*

RHETORIC.

Seventh Term.—Invention, style and discourse, including language, composition, figures of speech, purity, strength, harmony, as in A. S. Hill's Rhetoric. This work is supplemented by essays, themes, and discussions.

LOGIC.

Eighth Term.—Logic in its three branches of conceiving, thinking, and inferring, with their laws, and special attention to methodology in sciences. Logical elements and logical methods, fallacies and how to detect and avoid them. W. S. Jevons' Elements and Principles.

CONSTITUTION OF THE UNITED STATES.

Ninth Term.—The Constitution of the United States, including the history of its formation and interpretation, with a careful analysis of its provisions, paragraph by paragraph, and a consideration of the duties of the several officers who act under it. Townsend's Compendium.

MENTAL PHILOSOPHY.

Tenth Term.—The three grand departments of intellectual activity —thought, emotion and volition—memory, with special attention to its laws of retentiveness and recollection; imagination, constructive and creative—induction and deduction, and intuition. The sensibilities, particularly as motives or springs to action, with the desires and affections; and lastly, the will. All this for the purpose of teaching how to control one's self and govern or influence others. Haven's Mental Philosophy.

ETHICS AND CRITICISM.

Eleventh Term.—Ethics, with care concerning the motives of conduct and the formation of habits and character. Criticism so far as to suggest the rules of judgment in literature and arts, and to analyze the works of art in their several branches. Wayland and Peabody.

SCHOOL LAW.

Twelfth Term or Third Term.—The SchoolLaw of Illinois.—The funds applied to the support of schools; how they have originated and how they are used; the officers who adminis-

ter the various parts of the law and their duties; the teachers and their duties and prerogatives Official Publication and Decisions of State Superintendent.

THEORETICAL PEDAGOGICS.

Tenth Term.—In Theoretical Pedagogics, special education is necessary for a teacher. The knowledge a teacher needs, the methods of acquiring it, and the methods of imparting it; the true order of studies, and the motives to be used in controlling and governing; observations in school room, practical teaching, theses and discussions. Wickersham's Methods.

THEORETICAL PEDAGOGICS.

Eleventh Term.—The Philosophy of Education, and the nature of the child, with the several ranks or grades of school, and the ages at which specific studies should be commenced, and to what they should lead. The hierarchy of schools and of knowledge to be imparted or acquired; observations in school; practical work in school room; theses and discussions; educational biography. Rosenkrantz, and Lectures.

THEORETICAL PEDAGOGICS.

Twelth Term.—Some of the most eminent men in the teachers' profession, and a history of their work, and of the movement of thought which has made it possible for men to obtain command over themselves and all their powers, and to combine and co-operate with their fellows. Observations in recitations, practical teaching in classes, theses and discussions. Quick's Educational Reformers and Lectures.

II. *DEPARTMENT OF NATURAL HISTORY.*

Second year Preparatory or second year Normal.

ZOOLOGY.

Elementary Zoology.—General idea of animals; principles of their classification in general terms; branches or sub-kingdoms as a whole; study of the more common vertebrates, with the character of the orders; articulates as a branch, the classes and orders, illustrations; mollusca as a branch, the classes and orders, illustrations from land, fresh water and marine mollusks; radiates as a branch, brief study of the classes by examination of some of the best known forms; protozoans as a branch.

Fifth Term.—Advanced Zoology.—What is an animal? general idea of the animal kingdom; basis of classification; the five branches, or sub-kingdoms. Vertebrates; classes; mammals, illustrations and analysis in studying the orders, preserving and caring for specimens; birds, groups or orders, illustrations and analysis, taxidermy; reptile illustrations and analysis, preservation of specimens; batrachians, illustrations, etc.; fishes, characters, illustrations, etc.; articulates, classes, insects as a class, the orders, analysis, methods of preservation and care

of specimens, injurious and beneficial; arachnida, illustrations; crustaceans, illustrations; worms, orders; mollusca; classes, cephalapoda, gasterapoda, tunicata, brachiapoda, polyzoa, illustrations; radiates; classes, echinodermata, acalephai, polypi; illustrations; protozoans, classes or divisions.

Second year Preparatory or first year Normal.

BOTANY.

Elementary Botany.—Parts of plants—roots, stems, leaves and flowers, character of each; how plants grow from the seed; how they continue to grow; duration of plants; study of the root, kinds of roots; study of the stem, kinds of stems; study of leaves, venation, forms, margin, base, apex; inflorescence; forms and kinds of flowers, their parts, nature of the flower; shapes; fruit, simple, aggregated and multiple; seeds, their coats and contents; why plants grow; what they are made for; what they do; how classified; work in analysis the last few weeks of the term.

Third Term.—Advanced Botany.—The leaf, parts, venation, forms, margin, base, apex, simple, compound; inflorescence, forms; æstivation; floral organs; floral envelopes, situation, kinds of perianths; essential organs, stamens, their parts, pistils, their parts; analysis of plants with methods of preparation herbarium specimens begun and continued through rest of term; fruit, dehiscent and indehiscent pericarps, kinds of fruits; seed, its coats, contents; germination; growth of phænogamous plants, study of root and stem; cryptogamous plants, their vegetative organs, reproductive organs, vegetable cells; vegetable tissues; structure of woody tissue and leaves; fertilization of phænogams; of cryptogams; plant action, absorption, circulation, transpiration and respiration.

III. *DEPARTMENT OF LANGUAGES AND LITERATURES.*

LATIN COURSE.

Preparatory.

LATIN ELEMENTS.

Fourth Term.—Division and combination of letters; Roman method of pronunciation; classification of words and their properties; Latin pronouns and their relation to other words; frequent inter-language translations, giving formation and derivation and analysis of English words; written examinations. Harkness and Ahn.

LATIN ELEMENTS—Continued.

Fifth Term.—Conjugations of Latin verbs; voices; modes finite and infinite; tenses; characteristics of conjugations; reviews, oral and written; fundamental rules; daily translations from Latin into English, and from English into Latin, parsing and analyzing, giving rules for construction; written examinations. Harkness and Ahn.

LATIN READER.

Sixth Term.—Review of all verbs; syntax of sentences; parsing;

etymology of words; daily translation of fables and anecdotes; early Roman history; Italian and Roman kings; Rome founded; war of the Sabines; Roman struggles and conquests; consuls; Punic wars; Roman triumphs; civil dissensions; daily use of grammar with reader; written and oral examinations. Harkness' Grammar and Reader.

Normal.

CÆSAR DE BELLO GALLICO.

First Term.—Life and character of Cæsar; general description of Gaul; war with the Helvetii; conspiracy and fate Orgetorix; Cæsar's speech to the Helvetian legate; war with Ariovistus, the leader of the Germans; constant use of grammar and parsing; written examinations. Harper's Text or Harkness-

CÆSAR DE BELLO GALLICO—Continued.

Second Term.—War with the Germans; accounts of early nations; German mode of warfare; final result; war with the Belgæ; bridge over the Rhine and crossing into Germany; review of the grammar with regard to rules for construction; written examinations; Sallust begun. The style of Cæsar. Anthon's or Harper's Text.

C. SALLUSTII BELLUM CATILINARUM.

Third Term.—Account of Sallust; Lucius Catilina; his character, conspiracy and confederates; time, circumstances and cause of conspiracy; fate of allies and Catiline; views of Cato, Cœsar and others; results upon the Roman government; frequent written translations; daily exercises in grammar, giving rules for construction; written and oral examinations. Style of Sallust. Harkness or Harper'sText.

P. VIRGILII MARONIS ÆNEIS.

Fourth Term.—History of Virgil; hero of the poem; causes of the Trojan war; overthrow of Troy; mythology of the Dei majores and Dei minores; early history of Carthage; accounts of Dardanus, Anchises, Achotes, Dido, Priam, Hector, Achilles, and others; journeyings of Æneas and his companions and final arrival in Italy; peotic metre; parsing and syntax of sentences; written examinations. The excellences and defects of Virgil's style, etc. Frieze and Harper's Text.

CICERO IN CATILINAM.

Fifth Term.—Outline of life and character of Cicero; birth and character of Catiline; the Catilinian conspiracy; the allies; origin and cause of conspiracy; fate of Cataline and leaders; both literal and liberal translations; daily reference to analytical and sythetical construction of sentences; written examinations. The style of Cicero. Harkness or Harper's Text.

TACITUS DE GERMANIA.

Sixth Term.—Life and writings of Tacitus; his style; situation of Germany; manners and customs of the early inhabitants; characteristics of the race; mode of living; description of the country; tribes of German origin; cavalry, infantry, and mode of warfare; free, smooth

and polished translation required; written and oral examinations. Tacitus as a historian. Tyler.

GREEK COURSE.

GREEK RUDIMENTS.

Fourth Term.—Greek characters; classification of letters into vowels and consonants; dipthongs; sounds; declensions of articles, nouns, adjectives and pronouns; etymology of words; short exercises in translation from Greek to English and English to Greek, and parsing; written examinations. Harkness.

GREEK RUDIMENTS—Continued.

Fifth Term.—Conjugation of verbs; active, middle and passive voices, with other properties of verbs; syllabic and temporal augments; reduplications; euphonic changes; daily translation from Greek into English, and from English into Greek; frequent reviews; etymology and parsing; written examinations. Harkness.

GREEK RUDIMENTS—Continued.

Sixth Term.—Mute, liquid and contract verbs finished; verbs in second conjugation; irregular verbs; particles, syntax and classification of sentences; rule for construction; translating Greek fables, jests, anecdotes, legends, and mythology; thorough review of grammar; Anabasis begun; written and oral examinations. Harkness.

XENOPHON'S ANABASIS.

Seventh Term.—Character of Xenophon; history of Darius, Artaxerxes and Cyrus; outline of the Anabasis; account of the march of the Ten Thousand; modes of early Grecian warfare; the Cilician Queen; arrival in Babylonia; battle of Cunaxa; death of Cyrus; thorough review of Greek grammar, and constant attention to parsing daily; written examinations. Boise's Anabasis and Grammar.

MEMORABILIA OF SOCRATES.

Eighth Term.—History of Socrates; charges against him; his innocence; his "Daimon"; Socrates' views of the value of friends and friendship; apothegms upon the rusticity of conduct; remedy for the loss of appetite; dissertation upon the manner of eating and mode of life, etc.; reference daily to the analysis and synthesis of sentences in accordance with the rules of grammar; written examinations. Robbins.

HOMER'S ILIAD.

Ninth Term.—Trojan war; fall of Troy; the Greeks; the Troad; captive maids; quarrel between Achilles and Agamemnon; Grecian mythology; priests; greater and lesser gods; death of Hector; time, persons and places considered; style of Homer; dialectic differences and ancient forms. Johnson; Autenrieth's Homeric Dictionary.

IV. *DEPARTMENT OF HIGHER MATHEMATICS AND PRACTICAL PEDAGOGICS.*

PRACTICAL PEDAGOGICS.

(*Wickersham's School Economy, Page's Theory and Practice of Teaching, Payne's School Supervision, Swett's Methods of Teaching.*)

First Term, (*C*). School sites and grounds; school houses, furniture and apparatus; grading schools; studies for different grades; school records; school organization; incentive to study; the recitation; preparation for and manner of conducting the recitation.

Observation of methods in class-room; theses; discussions.

Second Term, (*B*).—Practical school ethics; rewards and punishments; means of preventing and of correcting disorder; school administration; the teacher's motives, qualifications, and duties; advantages and disadvantages of teaching; effect of good schools upon State and Nation; existing educational agencies; the common school; the normal school.

Observation; criticism; theses; discussions,

Third Term, (*A*) —School law of Illinois; summary of school system of the State; the school funds; rights of parties to the school contract; school supervision; examinations; methods for ungraded schools; teaching and training.

Criticism; practice; theses; discussion.

HIGHER ALGEBRA.—*Ficklin.*

Fourth Term, (*C*) —Literal notation and its application to addition, subtraction, multiplication, and division of integral and of fractional quantities, and to factors, divisors and multiples; simple equations; indeterminate equations; inequalities; involution and evolution; theory of exponents.

Fifth Term, (*B*).—Radical quantities; quadratic equations; discussion of problems; higher equations, simultaneous equations.

Sixth Term, (*A*).—Proportion; permutations and combinations; binomial theorem; identical equations; series; logarithms; compound interest and annuities.

GEOMETRY.—*Loomis.*

Seventh Term, (*B*).—Straight lines and angles; circumferences; triangles; quadrilaterals; general properties of pologons; circles; problems.

Eighth Term, (*A*).—Lines and planes; solid angles; polyhedrons; sperical polygons; cylinder, cone, and sphere; problems.

TRIGONOMETRY.—*Ray.*

Ninth Term.—Plane.—Trigonometrical functions; tables of natural and of logarithmic functions; solution of triangles; actual use of surveyor's transit in making examples in area, height and distance.

Spherical.—Solution of spherical triangles for arcs and angles, with

special application to measurement of distances and areas on the surface of the earth, and of volumes.

SURVEYING.—*Ray.*

Tenth Term.—Practical work in land surveying, leveling, etc., occupying about two hours a week.

GENERAL GEOMETRY.—*Olney.*

Tenth Term.—Descartes's method of co ordinates ; method of polar co-ordinates ; transformation of co-ordinates ; investigation of properties of plane loci by means of their equations.

CALCULUS.—*Olney.*

Eleventh Term.—Differential.—Definitions and notation; differentiation of algebraic, logarithmic, exponential, trigonometrical, and circular functions; successive differentiation and defferential co-efficients; functions of several variables and partial differentiation; development of functions; evaluation of indeterminate forms; maxima and minima of functions of one variable.

Twelfth Term.—Integral.—Definitions and elementary forms; rational fractions; rationalization; integration by parts and by infinite series; successive integration; definite integration and constants of integration.

F. *DEPARTMENT OF PHYSICS, CHEMISTRY, AND PREPARATORY GEOLOGY.*

Elementary Natural Philosophy.—Matter and its states. Somatology, physical and chemical properties, and changes. Molecular forces; varieties of adhesion. Gravitation—laws of falling bodies, laws of the pendulum, specific gravity. Motion—kinds, laws, projectiles, composition, and revolution. Pneumatics—pressure of the air, Mariotte's laws, barometer, pumps, siphon. Vibrations—kinds, laws; sound, velocity, echo; musical notes and instruments. Optics—velocity, source of light, mirrors, lenses, laws of reflection and refraction, color, rainbow. Pyronomics—sources of heat, modes of heating, disposition of heat, latent and specific heat. Electricity—magnetism, frictional and galvanic electricity, Leyden jar, electric telegraph, telephone, &c.

The several subjects illustrated with abundant experiments; explanation of apparatus and the principles and facts which each piece is designed to aid in presenting. Practical problems are freely given.

Text Book—Steele's New Physics.

Natural Philosophy—(Fourth Term).—The order of topics similar to the work done in the B class, but are more extended explanations and discussions given ; more difficult problems assigned and more frequent experiments performed

Text Book—Avery's.

Chemistry—(Tenth Term).—Chemical nomenclature, laws governing chemical combinations. Atomic weights, molecular weights, specific gravity and valency of each element. Stoichiometry; theory of acids, bases and salts ; grouping of elements ; their discovery, occur-

rence, preparation, properties, and uses. Applied chemistry, toxicology, &c.

Text Book—Youmans.

Chemistry, Qualitative Analysis—(Eleventh Term). Description of chemical operations, preparation of reagents, deportment of bodies with reagents, and blow-pipe work according to groups. Analysis of ten simple substances, determining bases only, and ten determining both acids and bases; five complex substances; specimens of soils and waters, applied chemistry, toxicology, &c.

Text Book—Craft's Qualitative Analysis. Fresenius for reference.

The work in chemistry is chiefly done in the excellent laboratory of the University, where the student is supplied with good Bunsen burners, a full line of reagents, and a suitable stock of chemical compounds, the purpose being to make the student familiar with the different processes of detecting the presence of ordinary substances, and to render him skillful in manipulating apparatus.

Geology—Twelfth Term.—Physiographic geology—general character of the earth's features; system in the earth's features; lithological geology—constitution of the rocks, kinds of rocks; condition, structure and arrangement of rock masses—stratified, unstratified and vein form; position of strata, dislocation, order of arrangement. Review of the animal and vegetable kingdoms. Historical geology; azoic age or time; paleozoic time—lower Silurian, upper Silurian; age of fishes or Devonian age; age of coal plants or carboniferous age; mezozoic time—reptilian age; cenozoic time—mammalian age; age of man. Dynamic geology; life, agency of the atmosphere, agency of water, agency of heat. Illustrations of the subject through the term by cabinet specimens, and by study of the formations of Carbondale and vicinity. Also a short course in determinative, minerology or work in the laboratory.

Text Books—Andrew's; Brush.

VI. *DEPARTMENT OF ENGLISH LITERATURE. ELOCUTION AND READING, VOCAL MUSIC AND CALISTHENICS.*

ENGLISH LITERATURE.

Text book, Shaw's Revised History of English Literature.

Eighth Term.—First half given to American literature; recitation of text; readings by teacher and pupils from best authors; Edwards, Channing, Adams, Hamilton, Jefferson, Franklin, Cooper, Irving, Hawthorne, Webster, Bryant, Longfellow, Whittier, and Lowell. Second half devoted to English literature; recitation of text; and readings from Chaucer, Mandeville, Spencer, Shakespeare, Bacon, Jonson, Taylor and others; essays on authors and works and criticisms on style; two written examinations.

Ninth Term.—Recitation of text; readings from Milton, Locke, Bunyan, Barrow, Dryden, Pope, Swift, Addison, Johnson, Goldsmith, Burke, and later writers; attention given to style of each and to Latin-

ized and idiomatic style; essay as before; two written examinations.

ELOCUTION.

Twelfth Term.—Text book, Cumnock's Choice Readings; one term; review of the elements of speech with vocal culture; expression considered; agencies of delivery, voice and action; attributes of voice, quality, force, stress, pitch, time, pause rate, emphasis, etc; vocal culture; exercises in breathing with use of spirometer; organs of breathing: voice, and speech illustrated by casts; action; cultivation of manner; class drills in gesture, attitude and facial expression; sources of power in delivery; style of orators; methods of instruction; two written examinations.

READING.

Text book, Appleton's Fifth Reader.

First Class.—Elements of speech, with phonetic spelling; orthoepy, articulation, syllabication, accent; emphasis, slur, inflection, pause; management of breath; management of person; classes of ideas, and the manner of expression; punctuation; organs of breathing; voice and speech; voice building; three written examinations.

Second Class.—Orthoepy reviewed; phonetic spelling; elements of expression formally considered; cultivation of voice and manner methods of teaching, word—phonetic, and alphabetic considered and illustrated by teacher and pupils; methods for variety in recitation considered; two written examinations.

VOCAL MUSIC.

Time, one term.

Attitude; management of breath; rote singing; classification of voices; scales and intervals; musical accents and varieties of measure; melody; harmony; musical notation; staff; bars, measures, clefs, musical fraction, etc.; keys and signatures; articulation; production of tone; phrasing; musical expression; exercises in writing music; two written examinations.

CALISTHENICS.

Text book for use of instructors, Watson's Complete Manual. Seat-gymnastics, 1st, 2nd and 3rd series; chest exercise, 1st 2nd, 3rd, 4th and 5th series; arm and hand, five series; elbow exercise, five series; shoulder exercise, five series; leg and foot exercise; attitude; marching exercise. All exercises are regulated by the music of a piano.

VII. *DEPARTMENT OF PHYSIOLOGY, HISTORY AND GERMAN.*

Preparatory.

Physiology.—Dalton. Time, ten weeks.

First month—First week, lectures of bones, muscles, food, hygienic and dietetic rules; second week, process of digestion; third week, absorption, blood, respiration; fourth week, respiration continued, diseases of lungs and bronchial tubes, hygienic rules; fifth week, reviews and examinations.

Second month—First week, circulation of blood, animal heat, nutrition; second week, nervous system; third week, nervous system continued; fourth week, special senses; fifth week, reviews and examinations.

U. S. History—(Second Term).—Ridpath. Time, ten weeks.

First month—First week, from commencement of national period to war of 1812; second week, war of 1812; third week, from war of 1812 to election of Harrison; fourth week, Tyler's administration, war with Mexico, Taylor and Fillmore's administration; fifth week, review and examinations.

Second month—First week, Pierce's administration, civil war to 1862; second week, from 1862 to 1864; third week, close of civil war, Johnson's administration; fourth week, Grant's and Hayes' administrations; fifth week, reviews, examinations.

Ancient History.—Thalheimer. (Ninth Term.) Time, fifteen weeks.

First month—Phœnicia; Egypt; Assyria and Persia; smaller Asiatic and African States. Last week of the month devoted to reviews, methods of teaching, or lectures, or all three.

Second month—Greece; the Macedonian and Greek kingdoms and empires succeeding the time of Alexander, together with a history of the learning, philosophy and literature of Greece; usual reviews and lectures on methods of teaching during the last week of the month.

Third month—Rome; reviews; written and oral examinations.

Modern History.—Thalheimer. (Tenth Term). Time, eleven weeks.

First month—Crusades; Mohammedan empires; Greek empire of the East; usual reviews and lectures.

Second month—Age of revolution; reviews.

N. B. The time is too short to study more than two-thirds of the book, hence selections of subjects for study must be made.

Physiology, A.—Text book, (Sixth Term,) Time, fifteen weeks.

First month—1. Definitions. Cell theory. Histology of tissues. 2. Histology of tissues continued. Skeleton. Joints. Comparative anatomy. 3. Formation of bone. Mechanics of skeleton. 4. Muscles. Epithelia. 5. Secretion. Epidermal appendages. Alimentation. Two day's review, with "Methods of Teaching Physiology," and "How to Use the Microscope." Monthly written examination, one day.

Second month—1. Alimentary canal. Salivary glands. Lieber Kuhnian and Brunner's glands. Liver. Pancreas. 2. The blood. The heart. Pulse. 3. Capillaries. General and portal circulation. 4. Respiration. The lungs. Ventilation. Hygenic laws under this head. Absorption. 5. Thyroid body. Thymas glands. Spleen. Kidneys. Suprarenal capsules. Lessons on methods of teaching and written examination.

Third month—1. Nervous system, anatomy, histology, physiology, and hygiene of. 2. Senses. Speech. 3. Hygiene and pathology. 4. Review. 5. Review. Lectures. Written and oral examinations.

N. B. During the short Spring term the reviews and lectures are

omitted. Dissection of animals, use of skeletons, models, etc., throughout the term.

History of United States. Fifth Term.—Ridpath. Time, eleven weeks. Spring Term.

First month—1. Red men. Spanish discoveries. French discoveries. English discoveries. 2. Virginia and Massachusetts in colonial times. 3. New York, New Jersey and Pennsylvania in colonial times. 4. Other colonies, and French and Indian war. 5. Reviews. Methods of teaching history. Debates. Lectures.

Second month—1. From the commencement of Washington's administration to that of John Q. Adams. 2. To commencement of civil war. 3. To present time. 4 and 5. Reviews. Methods of teaching illustrated with lectures and examinations written and oral.

History of United States. Sixth Term.—Ridpath. Time, fifteen weeks.

First month—First week—Red men. Icelandic and Norwegian discoveries. Second week—Spanish, French and English discoveries. Third week—colonial history of Virginia and Massachusetts to page 81. Fourth week—colonial history of Massachusetts continued to page 97. Fifth week—reviews and examinations.

Second month—First week—colonial history of Massachusetts and New York. Second week—colonial history of Connecticut, Rhode Island and New Hampshire. Third week—colonial history of New Jersey, Pennsylvania, Maryland and North Carolina. Fourth week—colonial history of South Carolina and Georgia. Causes of the French and Indian war. Campaigns of Washington and Braddock. Ruin of Acadia. Fifth week---reviews and examinations.

Third month—First week—French and Indian war from the Autumn of 1756 to close. Second week—causes of Revolutionary war. Beginning and progress of war 1777. Third week—Revolutionary war from 1777 to 1781. Fourth week—Revolutionary war from 1781 to treaty of Paris. Confederation and Union to commencement of National period. Fifth week—Reviews. Methods of teaching history illustrated.

German. Otto's Conversation Grammar. Evans's German Reader.

First month—1. Declension of German nouns. 2. Irregularities in the formation of the plural of German nouns. 3. Gender of nouns, proper names. 4. Demonstrative, possessive and indefinite adjectives. 5. Verbs *haben* and *sein*. Conversation, writing of exercise, and reading of selections daily throughout the month.

Second month—1. Qualifying adjectives. 2. Numeral adjectives. 3. Regular verbs. 4. Passive voice. 5. Pronouns.

Third month—1. Irregular verbs. 2. Sixty irregular verbs like *geben* (imp tense in *a*). Sixty-seven irregular verbs like *beisen* and *betriegen*. 4. Remainder of the irregular verbs. 5. Separable and inseparable verbs.

Fourth month—1. Intransitive and reflective verbs. 2. Reflective verbs continued. 3. Adverbs and conjunctions. 4. Prepositions. 5. Conversation and reading of German literature.

Fifth month—Syntax throughout with conversations and reading.

Sixth month—Reading of German literature and conversation throughout the term.

German B.—Ahn's First Book. Heness's "Leitfaden." Conversations, writing of exercises and reading of appropriate selections from German literature throughout the term.

VIII. *DEPARTMENT OF ARITHMETIC AND ASTRONOMY.*

PREPARATORY DEPARTMENT WORK.

Arithmetic, Class (D).

Fractions—Definitions; reading and analysis of fractional expressions; discussion of propositions; greatest common divisor; least common multiple; reduction of fractions to lowest terms, to higher terms; improper fractions to whole or mixed numbers; mixed numbers to improper fractions; fractions to common denominator, to least common denominator; addition, subtraction, multiplication and division of fractions; nature of a decimal fraction; reading and writing decimals; reduction of common fractions to decimals, and decimals to common fractions; addition, subtraction, multiplication and division of decimals; solution of text book examples; original examples by members of the class; reasons required for the processes; compound numbers; tables; examples; longitude and time.

Arithmetic, Class (C).

Percentage—Terms and definitions; analysis and formulæ; making and solving original examples; interest—aliquot parts and decimal methods; common, exact, annual, and compound interest; partial payments—United States Rule, merchants' rule; essentials to the validity of every promissory note. and making examples; discount—trade, bank, true; insurance; taxes; averaging accounts; partnership; ratio and proportion.

Arithmetic, Class (B).

Powers and roots; square; cube; number of figures in the square of a number, in the cube of a number; square root; cube root; number of figures in the root of a number; square of a number made up of tens and units; cube of a number made up of tens and units; square root formulæ; cube root formulæ; writing cube root from the formulæ; solution of examples; original examples made by the class; metric system; meaning of terms used; tables; reducing metric to common measure and common measure to metric; review principles of fundamental rules; review fractions, explaining carefully all principles; thorough review of percentage, with its applications; ratio and proportion.

NORMAL.

Arithmetic, Class (A).—First Term.

Methods of mental arithmetic; advantages and disadvantages of mental arithmetic; advantages of uniting mental and written arithmetic method of conducting black-board exercises; illustration of the

law that a unit of any order is made up of ten units of the next lower order; composition of the period in numeration, and how the periods are named; the named order of figures; use of the numerical frame; how the blackboard and slate can be used instead of it; importance to primary students of slates; how to teach the tables, especially the addition and multiplication tables; method of adding by complement, subtracting by the same; Grube's method of elementary instruction; object to be attained in teaching primary arithmetic; methods in fundamental rules for advanced classes; G. C. D. three processes; L. C. M. methods in fractions—inductive, deductive; compound numbers; methods in percentage and its applications; ratio and proportion; powers; roots; metric system.

Text books used in all the above classes, Olney and Ray.

Astronomy—Eleventh Term.

Early History.—Ptolemaic and Copernican systems; Kepler's laws; law of gravitation; system of circles—horizon, equinoctial, ecliptic; solar system—sun, planets, satellites, asteroids, meteors, comets, zodiacal light; orbits of the planets; the seasons; parallax; time; refraction; eclipses; tides; study of constellations with night observations; use of the telescope; lecture on the origin of the solar system; lecture on the probabilities and improbabilities of the interplanetary spaces being occupied by an ether; lecture on the future of the solar system; a lecture, "Are the planets, other than the earth, inhabited?" Original essays by the class. Text book, Steele.

IX. *DEPARTMENT OF GRAMMAR AND BOOK-KEEPING.*

1. GRAMMAR.

Preparatory Department Work—Text book, Greene's English Grammar.

Class (*D*).—Uses of capital letters; parts of speech, their modifications; declension of nouns and pronouns; conjugation of verbs; correction of ungrammatical expressions; parsing.

Class (*C*).—Review of etymology; sentences, kinds and forms; elements, words, phrases, clauses; illustrating by composition; analizing.

Third Term—Class (*B*).—Rules of syntax; analysis of sentences; correction of false syntax by the rules; peculiar construction; punctuation; prosody.

Third Term.—Class (*A*).—*Normal Department Work.*—Text books, any in reputable use.

Topics discussed—When should scholars begin the study; how much orthography and prosody teach in a grammar class? why teach grammar in public schools? how teach each topic?

Analysis—Seventh Term.—Text book, Greene's.

Principles of language; paragraphing and composition; powers of words; synonyms; idioms; abridging propositions; skeletons for essays; grammatical, rhetorical, and logical analysis.

Etymology.—Swinton's "New Word-Analysis."

Sources of the language; Latin prefixes and suffixes; Latin roots; derivatives therefrom; Greek roots and derivatives; Anglo Saxon elements; miscellaneous; synonyms.

2. BOOK-KEEPING.

Text book, Bryant & Stratton's High School edition.

Eleventh Term.—What constitutes a business transaction; accounts; meaning of business terms; principle of journalization; posting; closing ledger; notes; drafts; bill book; discounting.

Twelfth Term.—Partnership; commission; exchange; making business papers, deed, will, invoice, account sales, balance sheet; administrator's books.

X. *DEPARTMENT OF PENMANSHIP AND FREE HAND DRAWING.*

1. Elements of letters, with practice; capitals; copy writing; paragraphing. The object is to form a hand-writing at once rapid, legible and compact, and frequent practice is our chief dependence.

2. Free-hand drawing, lines straight, singly, and in combination to make figures; definitions; curves; drawing leaves from nature, objects also; composition by means of elements; work on the black-board; perspective in its elements. Some copying of engraved pictures and heads is allowed, but this is not recommended to be carried to any great extent. The teacher is to be taught this wonderful art mostly to enable him to use the chalk and black-board, not the pencil, to illustrate whatever he may have to present to his class.

XI. *DEPARTMENT OF GEOGRAPHY, AND ELEMENTS OF ENGLISH LANGUAGE.*

1 *Geography*, (*A*).---Eclectic Series, No. 3. *First Term.* Time, fifteen weeks.

First month---1. Definitions and how they should be taught; pronunciation of foreign names; map drawing; 2, 3 and 4. North America; 5. reviews and studies in methods of teaching, with illustrations and lectures and examinations.

Second month---1. South America; 2, Europe; 3, Asia; 4 and 5, reviews; methods of teaching, lectures, examinations.

Third month---1, Africa; 2, Australia and Pacific Islands; 3, special study on Illinois; 4 and 5, reviews, lectures, examinations.

Preparatory Department Work

Class (B), Geography, same work in two terms. Class (C) and (D), geography, simple geography without lectures. Class (C), in two terms; and Class (D)---all young children---in three terms.

2. Geography of the locality; elementary definitions; directions and distances; latitude and longitude; geography of different countries.

3. The methods will be by map-drawing or construction, by studying river systems and mountain chains, or analysis by marking

political divisions, and locating towns, cities, and places of natural or historical interest; the people, their character, their pursuits, productions of the soil, the climate, and the advantages of the countries. History is connected with localities.

Normal Department Work.

Physical Geography.---Guyot's. *Twelfth Term.* Time, eleven weeks.

Part 1. Earth's position in the universe. Surface measurement, etc. Evidences of internal heat.

Part 2. The lands, arrangement, outline, relief. Islands, position, formation.

Part 3. Waters, continental and oceanic. Drainage of continents. Oceans. Oceanic movements.

Part 4. Atmosphere. Physical and astronomical climate. The winds. Vapor in the atmosphere. Laws of rainfall. Glaciers.

Part 5. Life upon the Earth. Distribution of plants. Distribution of animals.

XII. *DEPARTMENT OF PHYSICAL EXERCISES AND VOCAL MUSIC.*

This is to give grace and symmetry to the frame, and volume and culture to the voice. Daily exercise in movement of limbs and body are conducted in the main hall of the University. Vocal music is practiced and taught so as to give the student a good knowledge of the art and practice of singing, so that he can conduct the music of a school and inspire the scholars to cultivate and love this refining and ennobling duty of the sweet voice.

XIII. *DEPARTMENT OF SPELLING, WORD-ANALYSIS, AND DEFINITION.*

Syllabus. Class (E).---Lessons on objects, names and qualities; Webster's system of diacritical marks.

Class (D).---Review preceding lessons; list of words commonly used in connection of the same object; syllabication; rules for the spelling; rules for capitalizing; giving definitions and making sentences.

Class (C).---Review preceding lessons; words containing silent letters; words pronounced alike but differing in meaning; dipthongs *ei* and *ie*; definitions and sentences.

Class (B).---Review preceding lessons; terms in grammar; terms in arithmetic; terms in geography; terms in reading; terms in natural sciences; abbreviation of titles; business terms, etc.; irregular plurals; making paragraphs.

Class (A).---Review of rules for spelling and capitalizing; rules for

punctuation; primitive, derivitives, compounds, with list of words for illustration and analysis; dictionary exercises; making composition.

PREPARATORY DEPARTMENT WORK.

When pupils desire to enter the University and are not prepared for the proper Normal work, they are placed in classes doing work of a lower grade. These preparatory classes in Reading, Arithmetic, Grammar, Geography, and History of the United States are formed every term, and students are continued in them till the branches are mastered. These classes do not all appear in our schedule of studies, but they are placed in the daily programme of recitations. Any one can see from that during what term and at what hour they will recite.

There are also elementary classes in the science studies required for a first grade certificate: as, Physiology, Natural Philosophy, Botany and Natural History or Zoology. The students who pursue the classical course will begin with the Latin in the second year of the Preparatory, and will always commence in the Fall Term. A class in Elementary Algebra will be commonly formed each Spring Term for the benefit of those who have been teaching during the winter. A class in this study is organized each Fall Term and continues two terms.

XIV. *MILITARY DEPARTMENT.*

In accordance with an Act of Congress the Secretary of War has detailed an officer of the regular army, a graduate of West Point, as professor of military science and tactics, and the War Department has deposited at this institution for the instruction of its cadets 200 breech-loading cadet rifles, 100 sabres and two pieces of artillery.

All of the young men of the University, except such as may be excused by the Faculty for special reasons in each case, are organized into a battalion of four companies, known as the "Douglas Corps Cadets." All cadets are required to do duty for $\frac{3}{4}$ of an hour each school day. The military instruction embraces the Schools of the Soldier, Company and Battalion, Instructions for Skirmishers in Infantry, Manual of the Piece in Artillery, together with recitations in Upton's tactics, practice in signaling and court-martial and lectures on the art of war.

Though not required it is expected that each male student will, soon after his arrival, provide himself with the prescribed uniform, which may be worn on all occasions; the color is cadet gray, and the style the same as for the undress uniform for officers of the army. A complete uniform, including cap, may be procured in Carbondale as low as $12.00.

Cadet officers are selected from those having uniforms according to seniority in class, military aptitude and general deportment. The drill does not interfere with any studies, and while its effect on the health, physical bearing and habits of the student must be beneficial,

the knowledge he acquires of military affairs will qualify him to lead in defence of the rights and duties of an American citizen, should ever an emergency occur.

BATTALION ORGANIZATION OF THE DOUGLAS CORPS CADETS.

APPOINTMENTS IN FALL TERM, 1880.

Staff.—Adjutant, Marshall, T. S.; sergeant-major, Marshall, O. S.

Co. A.—Captain, Stewart; Lieut., Bain. Sergeants, Wylie and Rapp. Corporals, Varnell, Barker, Willard and Jackson.

Co. D.—Captain, Karraker; Lieut., Jennings, M. D. Lance sergeants, (ununiformed,) Hawkins and Suit.

Co. B.—Captain, Blake; Lieut., Smith. Lance sergeants, (ununiformed,) Hollenbeck and Clark, H. G.

Co. C.—Captain, Kimmel, D. L.; Lieut., Davenport. Lance sergeants, (ununiformed,) Williams, W., and McGehee.

After-changes.—Bain *vice* Blake, absent; Rapp *vice* Bain promoted to Co. B; Clements *vice* Rapp, promoted in Co. A.

APPOINTMENTS IN WINTER TERM, 1881.

Staff.—Adjutant, Marshall, T. S.; Sergeant-major, Barker.

Co. A.—Captain, Stewart; Lieuts., Blake and Rapp. Sergeants, Mead, Beale and Wylie (color-sergeant.) Corporals, Kennedy, Willard, Jackson and Varnell.

Co. D.—Captain, Karraker; Lieut., Jennings, M. D. Lance sergeants, (ununiformed), Hawkins and Suit. Lance corporals, (ununiformed), Thompson, J. A.; Wood, Toothaker and Carter.

Co. B.—Captain, Kimmel, D. L.; Lieut. Davenport. Lance sergeants, (ununiformed), Williams, W., and Jennings, C. E, Lance corporals, (ununiformed), Duncan, Seibert, Miller, D., and Etherton, J. A.

Co. C.—Captain, Bain; Lieut., Smith. Lance sergeants, (ununiformed), Hollenbeck and Loyd. Lance corporals, (ununiformed), Rendleman, Hiller, R. B; Root and Hagler.

After-changes.—Martin *vice* Hiller, R. B., absent; Rapp *vice* Jennings, M. D, absent; Mead *vice* Rapp, transferred to C. D; Beale *vice* Mead, promoted in Co. A; Jackson *vice* Beale, promoted in Co. A; Sabert *vice* Varnell, reduced to the ranks; Jenkins *vice* Jackson, promoted in Co. A; Williams, W.. Lieut. Co. B; Duncan *vice* Jennings, C. E., absent; Seibert *vice* Williams, W., promoted in Co. B; Lightfoot *vice* Duncan, promoted in Co. B; Penrod *vice* Seibert, promoted in Co. B; Davis *vice* Root, absent; Miller, D. *vice* Seibert, absent; and Jermane *vice* Miller, D., absent.

APPOINTMENTS IN SPRING TERM, 1881.

Staff.—Adjutant, Marshall, T. S.; Sergeant-major, Barker.

Co. A.—Captain, Stewart; Lieuts., Blake and Mead. Sergeants, Beale, Wylie (color-serg't,) and Jackson. Corporals, Kennedy, Sabert, Jenkins and Willard.

Co. D.—Captain, Karraker; Lieuts., Hughes, W. F., and Rapp. Lance sergeants, (ununiformed,) Suit and Wood. Corporal, Benson.

Co. B.—Captain, Lorenz; Lieuts., Williams, W. and Davenport. Lance sergeant, (ununiformed,) Duncan, and sergeant Lightfoot, R. T. Lance corporal, (ununiformed,) Penrod.

Co. C.—Captain, Bain; Lieut., Smith. Lance sergeants, (ununiformed,) Graff and Martin. Lance corporal, (ununiformed,) Scott.

After-changes.—Willard *vice* Barker, absent; Jackson *vice* Beale, absent; Kennedy's appointment revoked.

PEDAGOGICAL COURSE, Theoretical and Practical.

After careful consideration of the wants of schools in our section of the State, we have decided to adopt the following Course of purely professional, Normal or Pedagogical Study. This we do to bring the University even more completely than heretofore into the line of work which such schools or seminaries originally and technically were designed to perform. It will embrace the science and method of teaching in its applications to all stages of education, in school and out of it; commencing with infancy and the kindergarten, and, going along with the child, the boy or girl, the youth, the scholar, the collegian, and the professional student, it will describe the eight grades of schools or learning—the Home, the Kindergarten, the primary, the Intermediate, the Grammar, the High School, the College, and the University, or Technological School. It will be conducted chiefly by Lectures, Examinations, Observations, Experiments, and Criticisms, and will be similar in many respects to what is called Clinics in Medical Schools. The Course will be three-fold, and may extend over three years, though if a student is fully prepared in the several branches of knowledge, and can give his entire time to this, he may complete it in much less; but if he is deficient in many he may enter our Academic classes and bring them up.

We propose to give in this Course just what a teacher needs to know—the Child, the School, the Knowledge, the Teacher—the Methods of gathering, preserving, and communicating—of classifying, generalizing, inferring, and deducing—how to learn and how to impart. This we think teachers need to know, after having acquired science. And added to this will be a history of Education and its Literature, as well as the various Systems of Schools in our own and other countries.

We have already something of this in our Senior and Post Graduate years. We now propose to consolidate and enlarge it, and thus to give to the one who desires the most thorough preparation possible for the teacher's calling, both in the elementary and higher studies, in fine, opportunity to go over the whole range of Pedagogical Science. Our Library has been selected for that purpose, and already embraces a greater number of books on Pedagogical Science and Practice than any one in the West. It is for general use, and teachers in this sec-

tion can avail themselves of its advantages with comparatively little cost.

If a student comes to enter on this course he should be able to pass an examination on all the topics required by law for a first grade certificate, and to do this with more thoroughness than is usually demanded. We state more definitely what this examination will be in order to admit one to enter on this course. This is done that the plan may be understood, and that teachers may know how to prepare for it.

FOR THE FIRST COURSE.

1. In orthography the test will be one hundred and fifty words selected from a daily newspaper printed in St. Louis or Chicago on the day previous to the examination. These words to be dictated at the rate of five per minute, and to be legibly written, with due regard to the rules for capital letters.

2. In writing, to write and punctuate an advertisement and a paragraph of editorial or of news from the same newspaper, both dictated by the examiner after the candidate has read them aloud.

3. As a test of ability to express thought, a composition will be asked of not less than thirty lines of legal cap, on a topic to be assigned at the time.

4. In reading, ten minutes from one of the common school books, and an oral statement of the sounds of the letters and the purpose, and effect of pauses, accents and emphasis.

5. In geography, the common definitions of terms, lines, circles, and some general account of countries especially the boundaries of the several States of the Union; mountains, rivers, cities, and railroads. To this should be added a few points of historical interest.

6. In arithmetic, as far as roots, with special attention to the reasons for the fundamental rules and principles of fractions, decimals, percentage, and analysis, and the building of tables.

7. In grammar, etymology and syntax, definitions, etc., and a practical use of correct sentences, including correction of errors.

8. United States history should be known as to settlements, the Revolution, the succession of Presidents, and the wars.

9. If to this could be added a fair practice of Free-Hand Drawing the preparation would be considered complete. But this last can be learned with us.

THE SECOND COURSE.

This will require a preparation equal to that demanded for a State certificate. To show more clearly this work we specify:

1. All the branches named above, and a higher test in composition, say an essay of three hundred words on some school topic assigned by the examiner, to be prepared for the press.

2. Grammatical analysis of sentences and prosody, with the philosophy of the parts of speech and the etymology of words, and an analysis of idioms.

3. Algebra as far as quadratics and binomial theorem and plane geometry.

4. History of the United States with considerable minuteness as to the Revolution and its principles, and the war of 1812, and of our civil war. Also, the history of England in brief as to the period of discoveries and settlements, the revolution of 1688, and the reform bill of 1832.

5. The several branches of natural history, as botany, zoology, physiology, with a fair degree of thoroughness. This should include a knowledge of definitions, classifications, and ability to determine species.

6. Natural philosophy and astronomy in their common principles and important applications; and chemistry, so as to be able to explain the phenomena of combinations, and to analyze the salts of common substances; and in addition, the theory of electricity, heat and magnetism.

This examination will be a fair test of ability to acquire knowledge and to communicate information, and will prove the student's fitness to enter on and pursue the higher course of reading and lectures.

THE THIRD COURSE

Will add to its requirements for admission ability to translate Cicero and Virgil with clearness and grace, a knowledge of Latin grammar; and trigonometry, surveying, and logarithms.

AN EXTENSION OF SCHOOL WORK.

The student will, while pursuing his work here, go over rhetoric, logic and mental philosophy, with elocution and English literature and history. He will read Barnard, Wickersham, Payne, Quick, Rosenkranz, and other works on Pedagogics. There will also be opportunity for chemical work in the laboratory, and for instruction and practice in taxidermy, and preserving and mounting specimens.

We offer this course as our contribution to professional education proper, and are ready to meet the demand for such a beginning of higher normal training. If young men and young women will come prepared to enter upon it, we will do our utmost to supply them with means to acquire the science and skill to make them eminently fit to be teachers and leaders.

POST GRADUATE YEAR.

This will embrace a larger course of history, more of mathematics, political economy, criticism, field work in natural history, analytical chemistry, and dissecting and preserving specimens collected. It will also include a course of lectures on the above branches, and on the history and science of education.

FACILITIES FOR ILLUSTRATION.

MUSEUM OF CABINET.

In the Mansard story a large, well lighted room is set apart as the Museum, and is supplied with elegant centre and wall cases of best design and finish for display of specimens.

The cabinets of minerals and rocks are large, varied and amply sufficient for the practical work of the student. He will find the zoological and botanical cabinets, comprising thousands of specimens from land and sea, an invaluable aid in his studies in natural history.

The Normal respectfully solicits its friends and the friends of education to aid in building up a museum worthy of Southern Illinois.

Specimens of minerals, insects, birds, and animals of plants, also Indian relics, such as stone-axes and pipes, disks, spear and arrow heads and pottery, will be thankfully received.

Specimens should be boxed carefully and sent by express, unless heavy, in which case they may be forwarded as freight.

The full name of the donor should not be omitted.

Already our friends have contributed many and valuable specimens to the Museum, and we embrace this occasion to return to them our sincerest thanks. More than four thousand specimens have been collected and arranged in the Museum, and the additions to the Library comprise nearly fifteen hundred volumes. Old books, pamphlets, maps, etc., curiosities, fossils, plants and fruits, will be gratefully received and carefully preserved.

CHEMICAL, PHILOSOPHICAL AND ILLUSTRATIVE APPARATUS.

The University possesses the most complete and expensive set of apparatus in the State south of Chicago, with the sole exception of that of the Industrial University at Champaign.

It can boast of a good physical and chemical apparatus, including a newly purchased Spectroscope, a Holtz's Induction Electrical Machine, a Compound Microscope, an Air Pump, with its usual necessary attachments; also an Oxy-calcium Sciopticon, with views of scientific subjects. The Chemical Department is supplied with a working laboratory with a full set of reagents, where students are given practice in qualitative analysis of salts, waters, oils, etc.

The Astronomical Department has a telescope of sufficient power to show the rings of Saturn, a Celestial Indicator to illustrate the various phenomena of the heavens, and other apparatus pertaining to Astronomy.

The Mathematical Department has a fine surveyor's transit which the classes in trigonometry and surveying are required to use constantly.

LIBRARY AND WORKS OF REFERENCE.

The University has a complete list of works of reference, Cyclopedias, Biographical and Pronouncing Dictionaries, Gazetteers, Atlases,

etc., which are placed in the study hall, so that students may at any time consult them.

The Library proper occupies a spacious room in the third story and is well furnished. The library contains about 6,653 carefully selected volumes, including a professional library for teachers.

BOOK KEEPING AND DRAWING.

Students are thoroughly drilled in all practical book-keeping, so that they may be competent to give instruction in this useful branch of education.

Free-hand drawing, an art now considered indispensable to the professional teacher, is taught with a view of rendering it most highly practical to the student.

CONDITIONS OF ADMISSION.

To be entitled to admission to the Normal Department a lady must be sixteen years of age, and a gentleman seventeen. They must be of good moral character, and a certificate to this effect will be required; this may be from the county judge, or superintendent, or any known clergyman. To enjoy the privilege of free tuition, they must sign a certificate promising to teach in the schools of Illinois three years, or, at least, as long as they have received gratuitous instruction. They are to pass an examination either before the county superintendent, or examiners, or before the faculty of the university, such as would entitle them to a second grade certificate, and they must agree to obey all reasonable requirements, as to order, promptness, cleanliness, and genteel behavior.

SUGGESTIONS.

We do most earnestly and affectionately recommend to all our students, and to those who may be in charge of them, or who have influence over them in any way, by advice or authority, that they fix as a rule never to leave the institution before the end of the term, and, if possible, that they complete a full year. Fragments of an education are indeed of much worth, just as the fragments of a diamond are valuable. But how much more profitable are they when united. Do not be absent from the school for a day. The regular calisthenic exercises will give you health for consecutive study, and by habitual application you will acquire facility for labor, and you will accomplish more than you would have believed.

We certainly shall not grant diplomas to those who are absent

often, and who do not finish every examination, both written and oral. One of the values of a course of study is that it represents years of honest, punctual labor.

LITERARY SOCIETIES.

The students have organized two literary societies for the purposes of mutual improvement; they are THE ZETETIC SOCIETY, and the SOCRATIC SOCIETY. They meet every Friday evening. These afford one of the best means of culture, discipline and instruction in the practical conduct of business. They have commenced the foundations to libraries, and deserves the countenance and patronage of all students and their friends.

LOCATION, Etc.

Carbondale is a city of 2,500 inhabitants, healthful and beautiful, with a refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places. It has, perhaps, fewer temptations to idleness and dissipations, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and scholars may come here and be certain that economy and industry will be respected and assisted by all the surroundings of the locality. The Illinois Central, the Carbondale & Grand Tower, and the Carbondale & Shawneetown railroads afford ample facilities for convenient access.

EXPENSES.

To those who sign the above named certificate, tuition is gratuitous; but the law of the state requires that there shall be a fee charged for incidentals, at present not exceeding $3.00 per term of fifteen weeks, and $2.00 for term of ten weeks. Tuition in Normal Department, $9.00 and $6.00; Preparatory Department, $6.00 und $4.00.

Board can be had in good families in Carbondale, at rates varying from $2.00 to $3.00 per week, and by renting rooms and self-boarding, or by organizing clubs, the cost may be redneed to $1.50 per week. Books are sold by the book stores at reasonable rates.

CALENDAR FOR 1881-82.

Fall Term begins Monday, Sept. 12—ends Friday, December 23, 1881.
Holiday Recess begins December 24, and ends January 2, 1882.
Winter Term begins January 3, 1882, and closes March 24, 1882.
Spring Term begins March 27, 1882, and closes January 15, 1882.
Examinations for the year begin June 12, 1882.
Annual Commencement June 15, 1882.
Special Session for Teachers begins August 1st, 1881—five weeks.

For the year 1882 the Summer Special Session will be devoted to higher studies for the teachers who already have certificates, and to work in the Natural Science branches. It will be devoted to advance work in Pedagogics; also in the Field, Laboratory, Museum and Library.